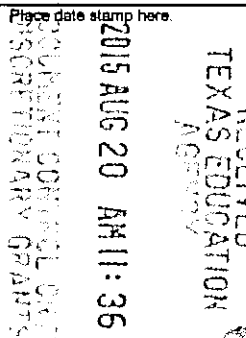


**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

| | | |
|-------------------------------|---|---|
| Program authority: | P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g) | FOR TEA USE ONLY Write NOGA ID here: |
| Grant period: | January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. | |
| Application deadline: | 5:00 p.m. Central Time, August 20, 2015 | Place date stamp here.  |
| Submittal information: | Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 | |
| Contact information: | Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|---|-------------------|-----------------------------|-------------------|
| Organization name | County-District # | Campus name/# | Amendment # |
| Brownsville Independent School District | 031-901 | Cummings Middle School | |
| Vendor ID # | ESC Region # | US Congressional District # | DUNS # |
| 74-6000418 | 1 | Tx-034 | 030917579 |
| Mailing address | | City | State ZIP Code |
| 1900 E. Price Road | | Brownsville | TX 78521 |

Primary Contact

| | | | |
|--------------|----------------------|-----------|--------------|
| First name | M.I. | Last name | Title |
| Roni Louise | C | Rentfro | DCSI/DS |
| Telephone # | Email address | | FAX # |
| 956-547-3590 | roni.rentfro@bisd.us | | 956-548-8229 |

Secondary Contact

| | | | |
|--------------|----------------|-----------|--------------|
| First name | M.I. | Last name | Title |
| Teresa | | Nunez | Principal |
| Telephone # | Email address | | FAX # |
| 956-548-8630 | tnunez@bisd.us | | 956-548-8229 |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------|---------------------|-----------|---------------------------|
| First name | M.I. | Last name | Title |
| Esperanza | | Zendejas | Superintendent of Schools |
| Telephone # | Email address | | FAX # |
| 956-548-0011 | dreZendejas@bisd.us | | 956-548-0019 |

Signature (blue ink preferred)

E. Zendejas Date signed *8/18/15*

Only the legally responsible party may sign this application.

701-15-107-062

Schedule #1—General Information (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) – SEE NOTE | See Important Note for Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) – SEE NOTE | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) – SEE NOTE | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) – SEE NOTE | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600/15XX) – SEE NOTE | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|----------------|--|
|---|----------------|--|

No fiscal-related attachments are required for this grant.

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|--|
|---|---|--|

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|--|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the amount of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds. |
| 4. | The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified. |
| 5. | <p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA. |
| 6. | The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors. |
| 7. | <p>The LEA/campus provides assurance that if it selects to implement the transformation model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable |

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| | <p>across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p> |
| 8. | <p>The LEA/campus provides assurance that if it selects to implement the <u>Texas state-design model</u>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <i>Early College High School</i> (ECHS). In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. 3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs. |

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

- 9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
 - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

- 9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
10. 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year, and by addressing each of the following areas:
 - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>
These approved models are supported by:
 - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
 - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
 - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
 - (A) School leadership
 - (B) Teaching and learning in at least one full academic content area
 - (C) Non-academic supports for students
 - (D) Family and community engagement

The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

| | |
|-----|--|
| | <ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p> |
| 13. | <p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p> |
| 14. | <p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <u>Rural LEA applicant</u> may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p> |
| 15. | <p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation |

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| | <p>with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <p>(A) School leadership</p> <p>(B) Teaching and learning in at least one full academic content area</p> <p>(C) Non-academic supports for students</p> <p>(D) Family and community engagement</p> |
| 16. | The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis. |
| 17. | The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program. |
| 18. | The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact. |
| 19. | The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices. |
| 20. | <p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p> |
| 21. | <p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p> |
| 22. | The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors. |
| 23. | The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models. |
| 24. | The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 25. | The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA. |

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Schedule #4—Request for Amendment

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600/ 15XX | \$ | \$ | \$ | \$ |
| 6. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 7. | Indirect cost (%): | | \$ | \$ | \$ | \$ |
| 8. | Total costs: | | \$ | \$ | \$ | \$ |

Revised Annual Budget Breakdown

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | 5-Year Total Budget Request |
|--------|--------|--------|--------|--------|--------------------------------|
| \$ | \$ | \$ | \$ | \$ | \$ |

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | # of Schedule Being Amended | Description of Change | Reason for Change |
|--------|-----------------------------|-----------------------|-------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Joseph F.W. Cummings Middle School is committed to helping our students prepare for the civic and technological responsibilities of being global citizens and is applying for this grant to enable the acceleration of efforts to improve student achievement. All of our faculty and staff are Rigorous Energetic Driven Advocates Nurturing Their Students towards success through a culture of continuous improvement. We strive for students to internalize critical thinking as they develop technology skills, so they can become life-long, independent learners. Our curriculum follows the guidelines of the Brownsville ISD and the Texas Education Agency. The focus is on academic progress with an emphasis on college and career readiness for all students with additional supports for special populations, including English Language Learners, Special Education and at-risk students and the funding from this grant has the potential to truly make a difference, especially in the lives of these students.

The campus is focused on helping all of our students achieve academic excellence in conjunction with their personal goals. As our campus is rated Formerly Improvement Required, there is great need for continuous growth and development. In the last year, our Campus Leadership Team underwent the TAIS process and identified three problems, found the root causes of them and developed interventions to address those concerns with some success. Through professional development, coaching and observations, we provided our campus much needed training this past year; however, it needs to be implemented with greater intention and continued coaching. Productive feedback will continue to occur, so teachers become well-versed in sheltered instruction, inclusion and data analysis. Only when these three components are done seamlessly will our campus move beyond its current performance. Cummings Middle School has seen some growth on our campus in the area of 8th grade Social Studies, yet our English Language Learners and our Special Education students need consistent, intentional integration of linguistic and instructional accommodations in order for them to demonstrate progress on state assessments.

Knowing these are the concerns we face, the grant budget was developed in conjunction with members of the SBDM Committee, department chairs, and administration after examining data and soliciting input from teachers, students and parents in the form of campus needs assessment surveys. These surveys are conducted on an annual basis in order to ensure all members of our learning community have a voice in the decision-making process. The CNA surveys are designed by Brownsville ISD. The overall process used to develop the grant was the Texas Accountability Intervention System (TAIS) model and this will be followed for monitoring and evaluating the campus's progress with the grant implementation. On a quarterly basis, the Cummings Middle School Campus Leadership Team will monitor the progress of the grant's activities and their effectiveness with the guidance of our District Shepherd and Grant Coordinator. As a committee, amendments will be made to better meet the needs of our learning community. Evidence, such as progress monitoring data, lesson plans, walkthrough data, improved student progress and the development of partnerships within the community, will be considered when determining the efficacy of an activity.

Cummings Middle School's administration believes in clear communication and mentoring. The administrative team consists of a principal, two Assistant Principals and a Dean of Instruction, who maintain an open door policy to create a positive climate by allowing for dialogue. Teachers are members of a departmental professional learning community in addition to also being placed on an academic team. The administrative team supports teachers by attending these meetings on a weekly basis. Additionally, the Dean of Instruction also plans lessons and coaches department members in addition to providing ongoing professional development to improve lesson development and delivery.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Over the next several years, Cummings Middle School intends to improve teacher capacity and ownership by providing quality professional development in the areas of sheltered instruction, co-teaching, data analysis and differentiated lesson planning. In order to accomplish our goals of improving the academic performance of our English Language Learners and Special Education students as well as improve the scores of students in 7th grade Writing and Reading, 8th grade Science and 8th grade Social Studies, we must invest in resources as well as contract with external service providers to help our teachers understand the process of using various approaches and strategies to better communicate with our students.

Consistent incorporation of sheltered instruction and co-teaching practices will allow teachers to better meet the needs of their students and maximize inclusion services. Training all teachers on these strategies and having sufficient support staff to meet the needs of our students will allow us to provide improved, differentiated instruction to better meet students' needs. Observational data in addition to achievement data show the need to improve lesson plan development. It is essential to not only anticipate students' needs and goals, but to be coached during instruction and provided reflection time in order to determine what strategies, linguistic and instructional strategies were effective and what needs to be revised as well.

Teachers must become fluent in current technology practices in order to provide effective lessons with integrated technology. Many teachers on our campus are still using chalkboards and antiquated computers. In order to prepare students for future college and career opportunities, it is necessary that we update our technology to include dry erase boards, document cameras, multimedia projectors, tablets, laptops, interactive smartboards and classroom response systems in order to address students' needs. A robust teacher-training program will be implemented to prepare and support teachers as they implement these new technologies. The students will encounter these various types of technology in the workforce, and the expectation will be that they are prepared to utilize it. Our teachers also need test-development programs in order to better prepare quality and rigorous tests for the diverse needs of our learners and to scaffold and assess instruction, so that students can internalize content and process skills and demonstrate progress.

This application completely and accurately addresses all of the Transformation Model requirements. The principal was replaced in September of 2014 and should be the principal during the grant. Cummings MS is committed to using the T-TESS and T-PESS teacher and principal evaluation models as part of the TEA on-going pilot of these evaluations that include student growth measures. The campus will be providing rewards for faculty and staff that increase student achievement as well as continuing and increasing high quality, job-embedded professional learning. As stated in the application, Cummings staff will continue using data to inform and differentiate instruction to meet students' academic needs. Cummings MS will revise classroom instructional time as well as provide extended day/week/year learning time for state assessed subjects. The application also includes intervention activities to improve school climate and increase meaningful community and parental involvement in campus activities.

Brownsville ISD campuses have been the recipients of several TTIPS grants during Cycle 1 and Cycle 2. These grants have provided campus and district staff with a strong understanding of what needs to be done to support campuses as they work to accelerate achievement performance for all students. BISD currently has a locally funded full-time District Coordinator of School Improvement/District Shepherd to support the campuses in improvement. The District business services (Finance, Purchasing, Technology, etc.) and Grants Department staff have extensive experience in working with campuses to implement large grant programs. Work with prior TTIPS grants has increased the district capacity to support operational flexibility in staffing, budgeting, scheduling, and the implementation of grant activities. BISD has Area Assistant Superintendents that supervise designated campuses and provide administrative support for the campus leadership. These administrators work in close collaboration with other district cabinet level staff to ensure the campus continues to pursue their transformational efforts with urgency, high expectations, and needed supports to increase student performance while building the capacity of the campus faculty and staff to sustain efforts beyond the funding from the grants.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-901-042 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

Budget Summary

| Schedule #/Title | Class/ Object Code | Year 1 Program Cost | Year 1 Admin Cost | Amount of Year 1 as Pre- award | Year 2 Program Cost | Year 2 Admin Cost | Year 3 Program Cost | Year 3 Admin Cost | Year 4 Program Cost | Year 4 Admin Cost | Year 5 Program Cost | Year 5 Admin Cost | Total Budgeted Cost across all Years |
|--|--------------------------|---------------------------|-------------------------|---|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|---|
| #7-Payroll Costs | 6100 | \$143000 | \$0 | 143000 | \$858695 | 0 | \$858695 | 0 | \$858695 | 0 | 858695 | 0 | 3577780 |
| #8-Professional and Contracted Services | 6200 | \$45800 | \$0 | \$45800 | \$203800 | 0 | \$203800 | 0 | \$203800 | 0 | \$126800 | 0 | \$784000 |
| #9-Supplies and Materials | 6300 | 306707 | 0 | 306707 | 539145 | 0 | 420258 | 0 | 309383 | 0 | 207434 | 0 | 1782927 |
| #10-Other Operating Costs | 6400 | \$91133 | 0 | \$91133 | \$273400 | 0 | \$175000 | 0 | \$175000 | 0 | \$175000 | 0 | \$889533 |
| #11-Capital Outlay | 6600/ 15XX | 255841 | 0 | 255841 | 81216 | 0 | 58367 | 0 | 55918 | 0 | 14418 | 0 | 465760 |

☐ Yes ☒ No

Consolidate Administrative Funds

| | | | | | | | | | | | | |
|--|----------|-----|--------|---------|---|---------|---|---------|---|---------|---|-----------|
| Percentage% <u>indirect costs</u> (see note): | N/A | \$0 | N/A | N/A | 0 | N/A | 0 | N/A | 0 | N/A | 0 | \$ |
| Grand total of budgeted costs (add all entries in each column): | \$842481 | 0 | 842481 | 1956256 | 0 | 1716120 | 0 | 1602796 | 0 | 1382347 | 0 | \$7500000 |

Administrative Cost Calculation

Enter the total grant amount requested:

Percentage limit on administrative costs established for the program (5%):

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

| Employee Position Title | Estimated # of Positions of 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Year 1 Amount Budgeted | Amount of Year 1 to be used as Pre-Award | Year 2 Amount Budgeted | Year 3 Amount Budgeted | Year 4 Amount Budgeted | Year 5 Amount Budgeted | Total Budgeted Costs across all Years |
|--|---|---|------------------------|--|------------------------|------------------------|------------------------|------------------------|---------------------------------------|
| Academic/Instructional | | | | | | | | | |
| 1 Teacher | 0 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2 Educational aide | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 3 Tutor | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Program Management and Administration | | | | | | | | | |
| 4 Grant Coordinator | 1 | | \$28000 | \$28000 | \$56000 | \$56000 | \$56000 | \$56000 | \$252000 |
| 5 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 6 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Auxiliary | | | | | | | | | |
| 7 Grant Secretary | 1 | | \$14000 | \$14000 | \$27500 | \$27500 | \$27500 | \$27500 | \$124000 |
| 8 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 9 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Other Employee Positions | | | | | | | | | |
| 10 Academic Strategy Coach | 1 | | 0 | \$0 | \$56000 | \$56000 | \$56000 | \$56000 | \$224000 |
| 11 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 12 Title | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 13 | Subtotal employee costs: | | \$42000 | 42000 | 139500 | 139500 | 139500 | 139500 | 600000 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | | | | | |
| 14 6112 Substitute pay | | | \$3000 | 3000 | \$9000 | \$9000 | \$9000 | \$9000 | \$39000 |
| 15 6119 Professional staff extra-duty pay | | | \$75000 | \$75000 | \$580800 | \$580800 | \$580800 | \$580800 | \$2398200 |
| 16 6121 Support staff extra-duty pay | | | \$5000 | \$5000 | \$20000 | \$20000 | \$20000 | \$20000 | \$85000 |
| 17 6140 Employee benefits | | | \$18000 | 109395 | 109395 | 109395 | 109395 | 109395 | 455580 |
| 18 61XX Tuition remission (IHEs only) | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 19 | Subtotal substitute, extra-duty, benefits costs | | \$101000 | 101000 | 719195 | 719195 | 719195 | 719195 | 2977780 |
| 20 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | 143000 | 143000 | 858695 | 858695 | 858695 | 858695 | \$3577780 |

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

| Schedule #8—Professional and Contracted Services (6200) | | | | | | | | | | |
|---|---|--------------------------|------------------|------------------|----------|----------|----------|---------------------------------|---------------------------------|------------------------------------|
| County-district number or vendor ID: 031-901-042 | | | | | | | | | | Amendment # (for amendments only): |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | | | | | | | | | |
| Professional and Contracted Services Requiring Specific Approval | | | | | | | | | | |
| Expense Item Description | | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted across all Years | | |
| 6269 | Rental or lease of buildings, space in buildings, or land | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | |
| Specify purpose: | | | | | | | | | | |
| 6299 | Contracted publication and printing costs (specific approval required only for nonprofits) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | |
| Specify purpose: | | | | | | | | | | |
| a. | Subtotal of professional and contracted services (6200) costs requiring specific approval: | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | |
| Professional Services, Contracted Services, or Subgrants | | | | | | | | | | |
| # | Description of Service and Purpose | Check If Subgrant | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted across all Years | |
| 1 | Regional Service Center services | <input type="checkbox"/> | \$20000 | \$20000 | \$40000 | \$40000 | \$40000 | \$20000 | \$160000 | |
| 2 | Positive behavior program trainers | <input type="checkbox"/> | \$4000 | \$4000 | \$12000 | \$12000 | \$12000 | \$4000 | \$44000 | |
| 3 | Leadership development trainers | <input type="checkbox"/> | \$2000 | \$2000 | \$15000 | \$15000 | \$15000 | \$2000 | \$49000 | |
| 4 | Sheltered instruction trainers | <input type="checkbox"/> | \$0 | \$0 | \$10000 | \$10000 | \$10000 | \$0 | \$30000 | |
| 5 | Co-teaching/Team teaching trainers | <input type="checkbox"/> | \$0 | \$0 | \$10000 | \$10000 | \$10000 | \$4000 | \$34000 | |
| 6 | Early College High School Instructional Strategies/Instructional Rounds/content specific and differentiation trainers/coaches | <input type="checkbox"/> | \$3000 | \$3000 | \$60000 | \$60000 | \$60000 | \$40000 | \$223000 | |
| 7 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 8 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 9 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| 10 | | <input type="checkbox"/> | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| b. | Subtotal of professional services, contracted services, or subgrants: | | \$29000 | \$29000 | \$147000 | \$147000 | \$147000 | \$70000 | \$540000 | |
| a. | Subtotal of professional and contracted services requiring specific approval: | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| b. | Subtotal of professional services, contracted services, or subgrants: | | \$29000 | \$29000 | \$147000 | \$147000 | \$147000 | \$70000 | \$540000 | |
| c. | Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: | | \$16800 | 16800 | \$56800 | \$56800 | \$56800 | \$56800 | \$244000 | |
| (Sum of lines a, b, and c) Grand total | | | \$45800 | \$45800 | \$203800 | \$203800 | \$203800 | \$126800 | \$784000 | |

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

| Schedule #9—Supplies and Materials (6300) | | | | | | | | | | | |
|--|--|---------------------------------|----------|--------------------|--------|---|--------|--------|--------|--------|---------------------------------|
| County-District Number or Vendor ID: 031-901-042 | | | | | | Amendment number (for amendments only): | | | | | |
| Expense Item Description | | | | | | | | | | | |
| Technology Hardware—Not Capitalized | | | | | | | | | | | |
| # | Type | Purpose | Quantity | Unit Cost | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted Across all Years |
| 1 | Handheld digital devices | Classroom instructional support | 678 | \$425 | 141240 | 141240 | 189145 | 120258 | 9383 | 7434 | 467460 |
| 2 | Document cameras like Lady bugs | Classroom instructional support | 40 | \$459 | | | | | | | |
| 3 | Digital interactive devices like Mobi pads | Classroom instructional support | 51 | \$300 | | | | | | | |
| 4 | B&W Laser printers | Classroom instructional support | 43 | \$350 | | | | | | | |
| | Digital Scanners | Classroom instructional support | 29 | 300 | | | | | | | |
| | Classroom Response system | Classroom instructional support | 35 | 2500 per set of 30 | | | | | | | |
| | Digital cameras | Classroom instructional support | 60 | 150 | | | | | | | |
| | Digital device Speakers | Classroom instructional support | 55 | 149 | | | | | | | |
| | External digital storage devices | Classroom instructional support | 65 | 135 | | | | | | | |

6399

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[illegible]

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

| Expense Item Description | | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted Across all Years |
|---|--|----------------|------------------|-----------------|-----------------|-----------------|-----------------|---------------------------------|
| 6412 | Travel for students (includes registration fees; does not include field trips): Specify approval required only for nonprofit organizations. Specify purpose: | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6413 | Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose: | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6419 | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose: | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6411/ 6419 | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6429 | Actual losses that could have been covered by permissible insurance | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6490 | Indemnification compensation for loss or damage | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6490 | Advisory council/committee travel or other expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6499 | Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization: | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6499 | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose: | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Subtotal other operating costs requiring specific approval: | | \$0 | 0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$91133 | \$91133 | \$273400 | \$175000 | \$175000 | \$175000 | \$889533 |
| Grand total: | | \$91133 | \$91133 | \$273400 | \$175000 | \$175000 | \$175000 | \$889533 |

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-15-107; SAS #191-16

2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

| # | Description/Purpose | Quantity | Unit Cost | Year 1 | Year 1 Pre-Award | Year 2 | Year 3 | Year 4 | Year 5 | Total Budgeted Across all Years |
|---|---|----------|-----------|---------|------------------|---------|---------|---------|---------|---------------------------------|
| 6669/15XX—Library Books and Media (capitalized and controlled by library) | | | | | | | | | | |
| 1 | Library Books | N/A | N/A | \$50000 | \$50000 | \$50000 | \$50000 | \$50000 | \$10000 | \$210000 |
| 66XX/15XX—Technology hardware, capitalized | | | | | | | | | | |
| 2 | Desktop computers for classroom instruction | 71 | \$1200 | \$80400 | \$80400 | \$1200 | \$1200 | \$1200 | \$1200 | \$85200 |
| 3 | Projectors for classroom instruction | 43 | \$750 | \$26250 | \$26250 | \$1500 | \$1500 | \$1500 | \$1500 | \$32500 |
| 4 | Interactive whiteboards | 38 | \$1500 | \$52500 | \$52500 | \$1500 | \$1500 | \$1500 | \$0 | \$57000 |
| 5 | Document cameras such as 3D Ladybugs | 27 | \$543 | \$6516 | \$6516 | \$6516 | \$543 | \$543 | \$543 | \$14661 |
| 6 | iPhones for parental communication/discipline mgmt. | 33 | \$650 | \$9750 | \$9750 | \$9750 | \$650 | \$650 | \$650 | \$21450 |
| 7 | Color laser printers for department data disaggregation | 33 | \$525 | 10500 | 10500 | 5250 | 525 | 525 | 525 | 17325 |
| 8 | Laminating machine for preserving classroom materials | 2 | \$3700 | \$3700 | \$3700 | \$3700 | \$0 | \$0 | \$0 | \$7400 |
| 66XX/15XX—Technology software, capitalized | | | | | | | | | | |
| 9 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 10 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 11 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 12 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 13 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 66XX/15XX—Equipment, furniture, or vehicles | | | | | | | | | | |
| 14 | Storage/Charging carts for digital devices | 26 | 649 | 16225 | 16225 | 0 | 649 | 0 | 0 | 16874 |
| 15 | Sound system for large group instruction | 2 | 1800 | 0 | 0 | 1800 | 1800 | \$0 | 0 | 3600 |
| 16 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 17 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 18 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 19 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 20 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life | | | | | | | | | | |
| 21 | | | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Grand total: | | | | 255841 | 255841 | 81216 | 58367 | 55918 | 14418 | 465760 |

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

RFA #701-15-107; SAS #191-16

2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Category | Number | Percent | Data Source |
|--|--------|---------|--|
| Total Enrollment | 722 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| African American | 0 | 0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Hispanic | 718 | 99.4% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| White | 4 | .6% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Asian | 0 | 0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Economically disadvantaged | 713 | 98.8% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Limited English proficient (LEP) | 219 | 30.3% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Special Education | 110 | 15.2% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Disciplinary referrals | 194 | | 2014-2015 PEIMS report |
| Disciplinary placements in In-School Suspension | 179 | | 2014-2015 PEIMS report #425; code #C164 |
| Disciplinary placements in Out-of-School Suspension | 28 | | 2014-2015 PEIMS report #425; code #C164 |
| Disciplinary placements in DAEP | 12 | | 2014-2015 PEIMS report #425; code #C164 |
| Disciplinary referrals for Truancy | 0 | | 2014-2015 PEIMS report #425; code #C164 |
| Attendance rate | | 95.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Annual dropout rate (Gr 9-12) | | DNA | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Annual graduation rate (Gr 9-12) | | DNA | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| STAAR / EOC met 2015 standard, mathematics (standard accountability indicator) | 58 | 59 | TEA 2015 Accountability Summary Report. |
| STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator) | 307 | 62 | TEA 2015 Accountability Summary Report. |
| ACT and/or SAT- Class of 2014, percent students Tested | | DNA | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| ACT and/or SAT- Class of 2014, percent At/Above Criteria | | DNA | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average ACT score (number value, not a percentage) | DNA | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average SAT score (number value, not a percentage) | DNA | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE) | | DNA | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cummings Middle School's 2013-2014 enrollment was 722 students but dropped to 675 students for 2014-2015 based on PEIMS district reports with 98.8% from an economically disadvantaged background and over a third of our students are English Language Learners. Our ESL population has steadily increased over the last three years from 30% & to 37%. This is one of the root causes of our problems because these students do not have the academic or content vocabulary necessary to succeed.

Our homeless subpopulation is of concern to us as well because the three years trend indicates that Cummings went from 3%, consisting of 19 students to 5%, consisting of 35 students. We have also noted that our special education students have moved from the resource classroom to being mainstreamed. Over the last four years, students' needing to be served in resource environment has decreased from 80% to 21%. Mainstreamed students shifted from 8% to 59%. The TAIS process has caused us to examine our data and note that the shifts in our subpopulations as well as the increase over the last five years from being 96% low socio-economic status to 100% is primarily due to realigning the district as populations have shifted. Consequently, our at-risk student enrollment has risen from 57% to 77% over the last three years. These statistics from our PEIMS report in the on-data Suite highlight what has influenced our state assessment performance data.

Student academic performance has fluctuated over the past 3 years. The following chart shows these performance trends based on AEIS/TAPR reports and preliminary 2015 data.

| Subject | 2012 | 2013 | 2014 | 2015 Prelim. |
|----------------|------|------|------|--------------|
| Reading | 56 | 56 | 60 | 61 |
| Math | 62 | 60 | 64 | DNA |
| Writing | 47 | 34 | 49 | 48 |
| Science | 54 | 58 | 44 | 46 |
| Social Studies | 56 | 38 | 28 | 48 |
| Algebra I | 100 | 100 | 100 | 98 |

All of these trends combined indicate that all of teachers must understand, implement and continuously develop sheltered instruction and differentiation strategies in their classrooms in order in order to help our students increase academic achievement and be better prepared for potential career opportunities. Students assume that college is not an option for them. We must change this mindset if we are to continuously improve academic performance. We must consider developing bulletin boards in each classroom to highlight this opportunity and the expectations of said environment.

Our students lack self-esteem and confidence because of the language barrier and the home situations they face. Many of our students are being raised by relatives or friends of the family because their parents have been deported, travel for work or are incarcerated. It is important that we incorporate a character education and development program at this school in order to address their socio-emotional needs and develop goals for their futures. Teachers must be trained to on how to help develop self-esteem and confidence as well. It must move beyond classroom situations and be integrated into our curriculum.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| Category | Number | Percent | Data Source |
|--|--------|---------|--|
| Total Staff | 71.2 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers | 50.5 | 70.9% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Professional Support staff | 9.3 | 13.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Campus Administration (School Leadership) | 3.4 | .7% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Educational Aides | 8.0 | 11.2% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| African American Teachers | 0.0 | 0.0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Hispanic Teachers | 38.6 | 76.5% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| White Teachers | 11.9 | 23.5% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Asian Teachers | 0.0 | 0.0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Beginning Teachers | 5.7 | 11.3% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 1-5 Years Experience | 4.6 | 9.1% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 6-10 Years Experience | 5.9 | 11.6% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 11-20 Years Experience | 15.6 | 30.9% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with over 20 Years Experience | 18.7 | 37.0% | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Beginning Teachers | 44,009 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 1-5 Years | 45,856 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 6-10 Years | 45,492 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 11-20 Years | 51,106 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with over 20 Years | 59,559 | | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |
| Staff with less than a bachelor's degree | 27 | 27.8% | 2013-2014 Brownsville ISD Human Resources |
| Staff with Bachelor's degree as highest level attained | 55 | 56.7% | 2013-2014 Brownsville ISD Human Resources |
| Staff with Master's degree as highest level attained | 15 | 15.5% | 2013-2014 Brownsville ISD Human Resources |
| Staff with Doctoral degree as highest level attained | 0.0 | 0.0% | 2013-2014 Brownsville ISD Human Resources |

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current (2015-2016) campus faculty and staff includes fifty-eight teachers, three administrators, a Dean of Instruction, four counselors, a Texas Literacy Initiative Grant Specialist (Reading), a Nurse, twenty-two support staff members, seven food and nutrition services staff members and five custodians. Our students face unique challenges, but our faculty and staff go above and beyond to provide a safe and secure learning environment. Our teachers have a wealth of experience. Over 37% of our teachers have been teaching for more than twenty years. Thirty-one percent have taught for eleven to twenty years while 28% have taught one to ten years. We have less than two percent of our teachers just beginning their careers in education and this trend has been stable for the past several years.

Cummings' teachers are committed to the craft of education. As many of our teachers are veteran teachers, they need to become familiar with new instructional practices and technology. It is imperative that we embrace the direction our campus needs to take in order to help our students develop a love of learning and an understanding of where education can take them. Our teachers have expressed a desire for better technology and more professional development in order to better serve our students' needs.

The professional development areas teachers have identified as being a priority are:

- Sheltered instruction
- Writing Models
- Co-teaching
- Effective Lesson Planning
- Re-teaching Methods and Strategies
- Classroom Management
- Data Analysis
- Differentiation of Instruction
- Higher Order Thinking Question Development
- Improved Implementation of the RtI Model
- Building Relationships with Parents (Parental Engagement)

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|---|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | | | | | | | 212 | 218 | 248 | | | | | 678 |

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | | | | | | | 11 | 11 | 13 | | | | | 35 |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cummings Middle School was Improvement Required for 2014-2015. This required the campus to develop a targeted improvement plan that was approved by the BISD Board of Trustees and submitted quarterly to the Texas Education Agency. In approaching this process, we conducted an anonymous campus needs survey by the parents, teachers and students. The results were examined by the Cummings Site-based Decision Making Committee. It was noted that parents, teachers and students all agreed that Cummings needs to improve its use of sheltered instruction, develop our co-teaching and inclusion instruction in addition to improving the quality and integration of our technology available for students. After completing a data analysis of STAAR / EOC results, TELPAS results, the Campus Needs Assessment survey, tutorial logs, attendance data, discipline data, and our House Bill 5 binder, we brought our interpretation to the Campus Leadership Team.

At this point, we underwent the TAIS process. The team made initial statements based on the data analysis and identified factors, which contributed to the problem statements. After identifying twenty five or more factors for each of the problem statements, the campus leadership team determined which factors they could control and which they could influence. They continued by examining the controlled factors to determine if they fell under the preview of the campus leadership or the teachers. Once we selected several factors for which the campus had control, we questioned each one until we understood what the true underlying root cause was for the issue. Based on these root causes, we developed SMART goals and interventions that could be examined, reviewed and updated on a quarterly basis in order to improve students' progress. It was important to have a consensus in order to develop ownership of the plan and ensure its implementation with fidelity.

Our campus principal shared the initial Targeted Improvement Plan to the faculty and staff during a Faculty meeting and had our Professional Service Provider as well as our District Coordinator of School Improvement share their thoughts as well. Periodically, the Dean of Instruction presented the ongoing findings of the CLT committee after each of their meetings during the weekly department meetings. After each TEA quarterly review, the principal held another faculty meeting to update our faculty and staff as to our progress and allowed our District Coordinator of School Improvement and PSP to share recommendations.

In order to prepare this grant application, the process was repeated during this summer. The Campus Leadership Team members also became part of the Cummings grant writing team so the expertise developed over the past year was significant in continuing the process of continuous improvement planning. The group reviewed the interventions that were in the TIP for the past year as well as the 2014-2015 Campus Improvement Plan to look at successful interventions and activities. The group also met several times to look for new activities as well as revise prior activities for the grant application and the 2015-2016 Targeted Improvement Plan draft.

In addition, the campus held several meetings for stakeholders, including campus faculty and staff, parents and community members to get their input as well as determine what model would be best for this grant. The overwhelming choice was for the transformation model and for the campus to continue and expand activities that have been successful for the past year.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☒ Transformation
 ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☐ Early Learning Intervention Model
- ☐ Turnaround
 ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After meeting with the campus learning community, composed of faculty, staff, parents and community members on August 11th, 2015, we established that the transformation model would best meet the needs of Cummings Middle School. The characteristics of this plan made it more appealing to all voting members.

A transformation model uses data to demonstrate students' progress. It allows for multiple observation-based assessments and on-going collections of professional practice. This allows for individualized instruction and differentiation promoting students' growth on their performance on state assessments. As we are using the T-TESS model this year, teachers will be held to a greater level of accountability while receiving feedback in order to develop as professionals who increase their effectiveness in the classroom.

The incentives aspect of this model not only rewards teachers and campus leaders, but it is data-based on student achievement on the STAAR assessments and promotion of students' to the next grade level. Students' progress and development of skills is what it will take to move beyond the Improvement Required designation. Teachers, who do not meet their individualized goals despite receiving professional development and instructional resources and coaching, will be removed. The incentive will inspire all teachers to own the plan and ensure it is implemented with fidelity and consistency.

Neither the campus staff nor parents believe it is necessary to replace 50% of the faculty as would be required by selecting the Turnaround model or any of the more extreme reform models. The campus is not able to apply for the ECHS State model or the Elementary program model.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure members of our learning community were aware of our meeting in order to provide input on the model selection, Cummings Administration performed several tasks. First, an e-school phone message was recorded and sent to stakeholders on two separate dates – August 4th and August 10th, 2015. Next, our campus principal notified faculty and staff once again of the meeting via e-mail. Our district publicized the meeting notice on the district's webpage. The event was also shared with the public on our campus website. Last, the campus displayed the particulars about the meeting on the campus marquee, so anyone passing by the school could read of it and make plans to attend.

The first step was to share the purpose of the TTIPS grant. It is important that the entire learning community understood the funding would be used to raise the achievement of their students and enable the schools to meet annual goals and program-term measurable objectives over a period of five years beginning in January 2016. We explained how we were eligible to part of the application process. The intent of the funding is to achieve positive reforms through the implementation of strong research-based interventions while following one of the models set forth by the Texas Education Agency. The PowerPoint describing the models was provided by the BISD Grants Department in both English and Spanish. This helped all of our stakeholders better comprehend the meeting information.

The Campus Needs Assessment Survey and the meeting itself revealed parents shared similar responses to the teachers' concerns about what needed to be developed and implemented on campus. Learning Community members requested increased use of language acquisition methods and an opportunity and an opportunity for them to have classes to develop their English Language communications skills at Cummings as well. Staff and stakeholders believe current technology needs to be used on campus in addition to activities that encourage their children to seek better choices after graduating from high school. Parents also requested buses to transport their children home when after school tutorials end for the day. The increased learning time was identified as a priority. Parents also stated that Cummings Middle School must find a way to overcome its reputation due to the tragic loss of a student three years ago in a school shooting. All stakeholders documented their attendance as well as cast their ballot for the preferred model – transformational.

The grant plan includes reaching out to the parents and stakeholders in more meaningful ways and more frequently. Parent meetings have been held regularly but had limited participation. One of the ways the campus will expand parent participation is by setting up informational outreach activities during events that bring numbers of parents to the campus including athletic competitions and fine arts performances. The campus will also expand upon services and activities for parents to increase their acquisition of English, home-based strategies to increase reading and learning and offer parents learning opportunities including nutritional cooking, sewing skills, and other skills that they can use in their homes.

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Schedule #14—Management Plan

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Role/Function in Grant | Desired Qualifications, Experience, Certifications |
|----|--|---|--|
| 1. | District Coordinator of School Improvement (DCSI) (required) | Works closely with campus staff for oversight of the implementation of the grant and expenditure of the grant funds. Provides coordination of district services and monitoring of the implementation of the grant. Provides the connection between district, campus & TEA. | Masters degree related to curriculum, experience with grant implementation, mid-management/principalship certification, and experience as a campus administrator. Meet BISD qualifications to be a district administrator. |
| 2. | Area Assistant Superintendent for Curriculum | This position will be responsible for providing support for the campus through Curriculum Specialists and coordinating other curricular support services. | Masters Degree with a certification in Mid-Management and Superintendency. Meet appropriate district qualifications for this level of district administration. |
| 3. | Area Assistant Superintendent Campus cluster | Will be responsible for providing individualized assistance to the campus administration and is the supervisory individual for the principal. | Masters Degree with a certification in Mid-Management and Superintendency. Meet appropriate district qualifications for this level of district administration. |
| 4. | Campus Administrators | Will gather and maintain observation-based assessments of performance and ongoing collections of professional practices reflective of interventions, students' achievement and increased passing rate. | Masters Degree and a certification in Educational Leadership / Principal with experience at the middle school level. |
| 5. | TTIPS Grant Coordinator | Will monitor grant activities to ensure consistent implementation of professional development in addition to identifying on-going or developing needs while ensuring funds are spent appropriately, making amendments as needed with the approval of campus and district administration | Meet BISD qualification requirements that are equivalent to the Assistant Principalship or Dean of Instruction positions. Preferred prior grant implementation experience. |
| 6. | District Program Specialists | Observe, model, coach, co-teach, co-plan and assist in data analysis and assessment development | Have expertise in content area and program specific strategies. . Meet appropriate district qualifications for this level of district administration. |
| 7. | Special Education Administrator | Provide Professional development in the areas of accommodations, documentation, and interventions in addition to coaching, co-teaching and assist in data analysis and assessment development for students' special needs. | Masters Degree in Education Administration with a certification in Mid-Management. . Meet appropriate district qualifications for this level of district administration. |
| 8. | Bilingual Education Administrator | Provide professional development in the areas of inclusion services, sheltered instructions, and interventions in addition to coaching, co-teaching and assist in data analysis and assessment development for students' special needs | Masters Degree in Education Administration with a certification in Mid-Management. . Meet appropriate district qualifications for this level of district administration. |

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Role/Function in Grant | Desired Qualifications, Experience, Certifications |
|----|----------------------------------|---|---|
| 1. | Regional Service Center | Provide professional development in the areas of inclusion services, sheltered instructions, and interventions in addition to coaching, co-teaching and assist in data analysis and assessment development for at-risk students | Recognized at the state or national level as experts in their field. Meet appropriate district qualifications for these services. |
| 2. | University Staff | Observe, model, coach, co-teach, co-plan and assist in content area and assessment development using effective, research-based strategies and interventions | Recognized at the state or national level as experts in their field. Meet appropriate district qualifications for these services. |
| 3. | Advanced Placement College Board | Provide professional development in teaching strategies to increase rigor and relevance while engaging students to improve state assessment achievement | Recognized at the state or national level as experts in their field. Meet appropriate district qualifications for these services. |
| 4. | ELA Trainers | Observe, model, coach, co-teach, co-plan and assist in specific content area and assessment development using effective, research-based strategies and interventions, including writing strategies and process | Recognized at the state or national level as experts in their field. Meet appropriate district qualifications for these services. |
| 5. | Character Education Trainers | Observe, model, and coach teachers in using effective, research-based character education strategies, similar to the Rachel's Challenge Program, the Leader in Me and/or Boystown | Recognized at the state or national level as experts in their field. Meet appropriate district qualifications for these services. |
| 6. | Social Studies Trainers | Observe, model, coach, co-teach, co-plan and assist in content area and assessment development using effective, research-based strategies and interventions | Recognized at the state or national level as experts in their field. Meet appropriate district qualifications for these services. |
| 7. | Science and Math Trainers | Observe, model, coach, co-teach, co-plan and assist in content area and assessment development using effective, research-based strategies and interventions, including STEAM and PBL | Recognized at the state or national level as experts in their field. Meet appropriate district qualifications for these services. |
| 8. | Reading Trainers | Observe, model, coach, co-teach, co-plan and assist in content area and assessment development using effective, research-based strategies and interventions, including developing literacy pedagogy. | Recognized at the state or national level as experts in their field. Meet appropriate district qualifications for these services. |
| 9. | Classroom Management Trainers | Observe, model, and coach teachers in using effective, research-based classroom management strategies, similar to Harry Wong | Recognized at the state or national level as experts in their field. Meet appropriate district qualifications for these services. |

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All of our faculty and staff are **Rigorous Energetic Driven Advocates Nurturing Their Students** through a culture of continuous improvement. In order to develop capacity in our stakeholders, we will ensure there is a system of checks and balances, so all of the members are aware of our progress, ongoing and developing needs based on new data and observations, continuing goals and the use of strategies and interventions that develop students' progress. This open dialogue will occur during faculty meetings, department meetings and academic team meetings.

As we continue the monitoring and reflection process, we will continuously utilize the TAIS process in order to ensure that we are still in agreement in what direction we are taking to move towards improvement. It is important that we use this strategy to identify root causes and interventions as they may evolve as we determine the effectiveness of implementation and impact. Data analysis will be performed based on the following items:

- Progress Monitoring Assessments
- Campus Benchmarks
- District Benchmarks
- State Assessments
- T-TESS growth
- Professional Development Attendance and Participation

All of our teachers need to have the desire and potential to become experts in the professional development they are provided, so they can coach and mentor one another and become a trainer of trainers, should our campus experience turnovers. This would often take place during professional learning committee meetings, which would require additional planning time, but it would allow our teachers to improve their collaboration skills while adding to their repertoire of teaching strategies.

The campus will continue to keep all stakeholders informed about the grant interventions and activities on at least a quarterly basis so that all are aware of requirements, expectations and progress to date. As new faculty and staff are added to the campus, they will be provided with the grant plan so that they become aware and then involved in the on-going activities. The District Coordinator of School Improvement will be tasked with the responsibility of ensuring that the campus and district continue to monitor and implement the grant with fidelity and help guide any new administrators as needed in supporting the implementation of the grant. When new district initiatives are introduced, the District Coordinator of School Improvement and Area Assistant Superintendent will assist in reviewing the initiative to place it appropriately within grant contexts. The district administrators will assist in transitions as needed and appropriate for the campus to continue to move towards greater success for all learners.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provide, front side only. Use Arial font, no smaller than 10 point.

After the end of grant funding for our continuous improvement has drawn to a close, our teachers will have significantly increased professional capacities to provide rigorous and differentiated instruction and an intrinsic desire to continue to pursue effective, research-based strategies to meet the needs of all learners. Having experienced success through our initiatives, they will seek on-going professional development to improve their collaboration skills, teaching strategies and technology integration.

The leadership capacity that is developed through planned professional development and the experiences provided by the grant are learning that is never lost. The district's campuses has been active with a number of large capacity building grants and attributes the attainment of the Broad Award in 2008 and other recognitions to taking advantage of these opportunities. Other BISD campuses that have completed their TTIPS grants in the past few years are continuing to maintain many of the positive changes that occurred for culture and practices and the expectation would be the same for Cummings Middle School.

As the campus and district determine which activities and interventions are the most cost effective, especially during years 4 and 5, budgeting will need to take place to sustain the activities that are appropriate. While funding will not be sustained for all interventions and activities at the levels for funding provided by the grant, the focus will be on capacity building and reallocation of available funds from less successful to more successful interventions and activities. District support programs will also be monitoring and evaluating the campuses successful practices for expanding district-wide and thus not only sustain but expand on the learnings from this grant.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our Campus Leadership Team conducts an evaluation of data every three weeks. They evaluate several forms of data in order to ensure that we are on track to move beyond our rating of Improvement Required, such as PMAs, Benchmarks, TELPAS / PBMAS, TANGO / AWARE reports, and State Assessment results. Based on their examinations, we develop new goals for the next year and review the interventions we used previously to examine what we have done effectively. We will also have each of our teachers monitor their first period class. Each student will develop a data binder in which they can become more self-aware and reflect on what they can do to undertake ownership of their academic path as well.

The Superintendent has challenged all lower performing campuses to exceed state standards by ten percentage points during 2015-2016 and the campus will accept this challenge. In content areas that already exceed state standards, the goals are to continue to increase 5 or more percentage points where appropriate and to aim for 85 to 90 or greater performance rates where feasible. The campus has maintained very high passing rates for Algebra I and plans to expand participation in this course. The campus was able to increase Social Studies passing rates by 20 percentage points this Spring over Spring 2014 so the faculty members have become believers that large performance increases are possible with focused and appropriate interventions. Potential goals have been included under Part 3.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cummings Middle School utilizes Tango and AWARE to collect data on the following assessments: Progress Monitoring Assessments, Campus Benchmarks, District Benchmarks, and State Assessments. These programs provide us reports that allow us to deconstruct precisely which TEKS we need to provide instruction or remediation. It allows us to determine what activities best allows us to align horizontally and vertically. Data analysis also allows us to identify at-risk areas on which we can plan for additional professional development and coaching as needed. This activity is essential to identifying students who are in need of interventions and ensure that the strategies are being implemented with consistency and fidelity. If students' academic performance does not demonstrate progress, then RtIs would be established as needed at the appropriate tiering.

Campus walkthrough data, attendance data for both regular school day as well as extended day/week/year programs, and disciplinary data will also be monitored every 3 weeks to assess progress on these measures towards success. Brownsville ISD has a variety of databases and data warehouses that will assist the campus in tracking/monitoring these interventions and watching for areas that need to be adjusted. Quarterly reporting for the Targeted Improvement Plan as well as other campus interventions will be guided by the Campus Intervention Team (CIT) consisting of the Professional Service Provider (PSP) consultant and the District Coordinator of School Improvement (DCSI) in partnership with the Campus Leadership Team and Cummings Middle Schools Grant Coordinator.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

In order to ensure the grant is used effectively, Cummings Middle School will challenge itself to meet several goals. When a math passing standard is established, we will develop goals to improve our academic standing.

In Reading Grade 6, the school will challenge itself to improve 5% so that by spring 2016 the scores will increase from 66% to 71%; by spring 2017 the scores increase from 71% to 76%; and by spring 2018 the scores increase from 76% to 81%; In 2019 we will increase by 7% so that Reading scores increase to 88%, and in 2020 scores increase to 95%. In Reading Grade 7, the school will challenge itself to improve 5% so that by spring 2016 the scores will increase from 50% to 55%; by spring 2017 the scores increase from 55% to 60%; and by spring 2018 the scores increase from 60% to 65%; In 2019 we will increase by 7% so that Reading scores increase to 72%, and in 2020 scores increase to 79%. In Reading Grade 8, the school will challenge itself to improve 5% so that by spring 2016 the scores will increase from 67% to 73%; by spring 2017 the scores increase from 73% to 78%; and by spring 2018 the scores increase from 78% to 83%; In 2019 we will increase by 7% so that Reading scores increase to 90%, and in 2020 scores increase to 97%.

In Science Grade 8, the school will challenge itself to improve 9% so that by spring 2016 the scores increase from 46% to 55%; by spring 2017 the scores increase from 55% to 64%; and by spring 2018 the scores increase from 64% to 73%; In 2019 we will increase by 6% so that Science scores increase to 79%, and in 2020 scores increase to 85%.

In Social Studies Grade 8, the school will challenge itself to improve 9% so that by spring 2016 the scores increase from 48% to 57%; by spring 2017 the scores increase from 57% to 66%; and by spring 2018 the scores increase from 66% to 75%; In 2019 we will increase by 6% so that Social Studies scores increase to 81%, and in 2020 scores increase to 87%.

In Science Grade 8, the school will challenge itself to improve 9% so that by spring 2016 the scores increase from 46% to 55%; by spring 2017 the scores increase from 55% to 62%; and by spring 2018 the scores increase from 62% to 69%; In 2019 we will increase by 6% so that Science scores increase to 75%, and in 2020 scores increase to 81%.

In Writing Grade 7, the school will challenge itself to improve 9% so that by spring 2016 the scores increase from 48% to 57%; by spring 2017 the scores increase from 57% to 66%; and by spring 2018 the scores increase from 66% to 75%; In 2019 we will increase by 6% so that Writing scores increase to 81%, and in 2020 scores increase to 87%.

The District Coordinator of School Improvement will work closely with the Campus administration and Campus Leadership Team to monitor progress based towards achieving these goals as well as the quarterly progress monitoring of all implemented interventions. At the end of each year, the campus and district will evaluate the effectiveness of the strategies based on the established goals and also conduct a cost-benefit analysis to determine which may need to be increased or decreased during the life of the grant and beyond. Using the TAIS model for continuous improvement, adjustments will be made quarterly and annually as needed to keep the campus continuously progressing towards academic as well as social and emotional success for all Cummings MS students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As per District Policy CH Legal Purchasing and Acquisition, the following guidelines will be followed by the campus in purchasing goods or services:

- a request for proposals for services
- the reputation of the vendor's, their goods and services
- the quality of the vendor's goods and services
- the price
- the extent to which the goods or services meet the campus' needs

Normal procedures call for at least 3 potential service providers be solicited for review for providing services. The proposals are reviewed for provision of the requested services, a cost analysis, and checking of references for prior success the provider may have had with similar locations or populations. The District's Professional Development, Purchasing and Finance Departments will be consulted to determine if there are any concerns related to the contracting with the selected providers. District guidelines and policies will be adhered to for the final selection and procurement of services.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus administration, including the campus grant coordinator will maintain records of the services provided and will not approve payments for services if they are not rendered per contracts or professional development service agreements. The District Coordinator of School Improvement along with the BISD Purchasing, Finance, and Professional Development Department staff will support the campus in the oversight of the provided services and in ensuring that appropriate corrective actions are taken if the provider is unable or unwilling to provide needed services at the level of quality expected.

In order to ensure the effectiveness of external providers, we will use the following data to monitor the goods or services:

- Require coaching sessions post professional development when appropriate
- Monitoring of implementation of services and goods by teachers through
 - walkthroughs
 - evaluations
 - lesson plans
- Feedback from teachers and content specialists during department meetings
- Evaluation Surveys from participants through the district's professional development database (ERO)
- CLT evaluation of data on a quarterly basis
 - PMAs
 - Benchmarks
 - TELPAS / PBMAS
 - TANGO / AWARE reports
 - State Assessment results

Following this process will ensure that receive exactly what the campus needs while allowing us to review and refine what is in place, should any additional professional development be required. Any concerns the campus may have when purchasing goods and services, we will consult the District's Purchasing Department's Administrator, the BISD Finance Department staff, and/or the District Coordinator for School Improvement.

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Schedule #16—Responses to Statutory Requirements (cont.)

| | | |
|--|---|------------------------------------|
| County-district number or vendor ID: 031-901-042 | | Amendment # (for amendments only): |
| Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | |
| 1. | Revise plans to establish goals, interventions and progress measures based on the latest performance data. | |
| 2. | Determine sources of external service providers for professional development and other services | |
| 3. | Have external service providers undergo the district approval process to hire them | |
| 4. | Hire a grant coordinator and secretary to begin setting up for the full implementation of the grant including the following steps. | |
| 5. | Use data to prioritize which professional development opportunities should occur before the start of the 2016-2017 school year | |
| 6. | Establish connections and develop partnerships with community members | |
| 7. | Determine best methods of communicating with the members of the learning community. | |
| 8. | Purchase some of the technology that is needed to start training teachers prior to the Fall of 2016. | |
| 9. | Purchase most of the technology that is needed to start up the 2016-17 school year. | |
| 10. | Install technology and software as rapidly as feasible to have ready to implement in the Fall of 2016. | |
| 11. | Begin professional development training with external service providers after the end of state assessments and during the Summer of 2016. | |
| 12. | Implement the Summer Bridge and Rising Bridge programs during June and July 2016. | |
| 13. | Revise planned interventions to start up in Fall 2016 based on latest performance data and year to date implementations. | |
| 14. | | |
| 15. | | |
| 16. | | |
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cummings Middle School was designated an Improvement Required campus in 2014-2015 and began the process of organizing the activities and interventions to improve students' success. The Focus grant funds were designated to key efforts. English Language Learners and Special Education students were provided with computer-assisted instruction to close the educational gaps noted on their STAAR and TELPAS assessments. Students utilized computer-assisted instruction for the development of vocabulary and comprehension skills through the use of Rosetta Stone, Think Through Math, i-Station, Compass Learning and Mindplay. The master schedule was adjusted in order to refine and maximize our inclusion services and the use of sheltered instruction strategies. The campus faculty and staff are already committed to improving students' achievement and agree that learning time and opportunities could be greater expanded if we had access to more funding in order to improve professional development and implementation of acquired skills.

As stated in earlier sections of this application, the grant writing team based much of the work on this grant on what was accomplished during the 2014-2015 school year. The accomplishments were done with the limited additional funds available from the Focus grant and the regular local and categorical funds provided to the campus. Many of the planned activities and interventions will be considerably expanded and accelerated through the TTIPS grant funds as well as the introduction of many additional activities. Funding for incentives and rewards are based on the history of the other TTIPS grants awarded to BISD campuses as well as experience with the Texas Educator Excellence Grants from a number of years ago.

The district has the experience to ensure that the funds will be supplemental and will not supplant any funding that the campus would receive if it did not get a TTIPS Cycle 4 grant and the District business and support program staff will help monitor grant expenditures to ensure this.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Mrs. Teresa Nunez

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

Principal transferred to campus September 30th, 2014 and is planned to be the principal for the implementation of this grant.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|---|-----|
| Element in the model selected for modification: | N/A |
| Description of the modification: | N/A |
| How intent of the original element remains/will be met: | N/A |

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

Multiple data sources will be examined to monitor students' growth. Our learning community will examine discipline reports, attendance reports, Progress Monitoring Assessments, Campus Benchmarks, District Benchmarks and State Assessments. Being aware of the data will allow us to verify that those actions we have undertaken are effective and being implemented with consistency and fidelity. The district is participating in the T-TESS pilot and this Texas State pilot is currently planning to use student growth measures as 20% of a teacher's evaluation.

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

Under the Texas Teachers Evaluation and Support System (T-TESS), teachers meet with their supervising administrator to develop measurable professional goals for the year. Together, they plot a course towards excellence. With each observation and walkthrough, the teacher is provided areas of refinement and reinforcement. In the area of reinforcement, the observer provides feedback and suggestions to develop this skill. The administrator returns to the classroom to observe if progress has been made. If growth has occurred, the administrator highlights another area of reinforcement. If the teacher has not grown sufficiently in this area, more suggestions are made to help the teacher develop. The goal is to become partners in professional growth, providing all parties are receptive to proactive, constructive criticism. Post-conferences are held to ensure that growth continues and areas of focus alter to best meet the needs of our students.

Describe how the evaluation system was developed with teacher and principal involvement:

This is a State pilot project that has involved BISD principals and teachers since 2012 when the district's TTIPS Cycle 1 and 2 grants were part of the NIET study. This model gives teachers the opportunity to reflect and develop a set of goals on which they would like to demonstrate progress. Under T-TESS, they meet with their observer to refine those goals and develop an action plan to meet them. During observation or walkthrough, the evaluator looks for growth in those areas and provides constructive criticism and potential avenues for the teacher to embrace in order to improve. The Texas Education Agency will be using teacher and principal feedback from this campus and district to finalize the T-TESS model and T-PESS model for full implementation in 2016-2017.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|--|--|
| Describe the rewards available for educators who have increased student achievement in implementing the model: | Incentive pay will be made available for teachers and members of the administrative team providing students demonstrate growth. Academic progress will be the determining factor in regards to whether an individual qualifies. Each team must examine their students and ensure that the data reflects academic progress in each state-assessed area. Teachers of elective courses will be assigned at-risk students to provide enrichment services. Should those students progress academically, elective teachers will receive incentive pay as well. |
| Describe protocols/interventions to support teachers who are struggling to improve professional practice: | <p>District Policy and Guidelines, along with those set forth by T-TESS as developed by the Texas Education Agency, will help us provide teachers the assistance they need as they undergo the goal setting and reflection process. Interventions that provide teachers the opportunities to improve are as follows:</p> <ul style="list-style-type: none"> • Professional Growth Plan with refinement suggestions and strategies • Mentoring • Professional Development • Classroom Observation |
| Describe the criteria established for educator removal: | According to DFBB (legal) and DFBB (Local), the Board shall consider the most recent evaluations if they are relevant to the reason the board is undertaking the contemplation to not renew a term contract. Prior to the last ten days of instruction in the academic year, the Board will notify the employee in writing about the proposal to renew or not renew the contract. The recommendation to the board and its decision to exercise non-renewal of the contract will not be based on an employee's exercise of Constitutional rights or based unlawfully on an employee's race, color, religion, gender, national origin, disability or age. Under DFBB local there are 36 reasons listed in no specific order that may be considered in this process. Those pertaining to academics are deficiencies documented through observation reports, evaluations or other communications, failure to comply with reasonable district requirements regarding advanced coursework or professional development, a significant lack of student progress attributable to the educator and failure to achieve or maintain "highly qualified" status as required by one's assignment. |

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees, without cost to the student:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider to deliver the preschool.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of existing staff rehired for work in the turnaround model implementation:

N/A

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of new staff hired for work in the turnaround model implementation:

N/A

Indicate the start date for the new turnaround implementation staff, including rehires and new hires:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

N/A

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Academic Performance/Improve the Instructional Program

| Planned Intervention | | Period for Implementation | |
|----------------------|---|--|--|
| 1. | Vertical and horizontal instructional alignment will occur across grade levels, content areas and academic teams in order to develop skills and increase interdisciplinary units to improve students' performance in all areas. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 2. | Teachers will be provided professional development for designing and analyzing assessment in order to build valid common assessments to monitor students' academic performance throughout content areas on a six weeks basis in order to effectively plan for re-teaching, remediation and continued learning. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 3. | Taking place after school, the faculty will create and implement the Cummings Middle School Literacy Academy for ELL students to develop and improve Reading strategies for all content areas by providing computer-assisted instruction combined with research-based teaching methods. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 4. | Teachers will receive ongoing professional learning opportunities in the integration of technology into lessons to strengthen their familiarity with strategies and practices; technology will include: devices such as document cameras, Apple TVs, tablets or classroom response systems, and software usage, such as Google docs, Quizlet, STEMscopes or Living with Science, etc... | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 5. | Teachers will also participate in professional learning opportunities in sheltered instruction, reading skills and writing across the curriculum with on campus and in classroom modeling, coaching and mentoring in order to improve instruction and student achievement. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 6. | Professional development will be provided to teachers in order to implement differentiation as well as collaborative learning, project-based learning and thematic instruction, in order to improve student achievement. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Teacher Quality

| Planned Intervention | | Period for Implementation | |
|----------------------|--|--|--|
| 1. | Teachers will participate in intentional lesson planning to develop stronger differentiated lesson plans that follow the TEKS, BISD curriculum and college and career readiness standards in order to address ELL, GT and Special Education as well as other targeted student populations. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 2. | Teachers will use data analysis to revise and refine instructional plan to target interventions for students with a low percentage of TEKS mastery by examining campus, district and state assessments to improve students' academic progress. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 3. | Teachers will participate in ongoing technology trainings, current technology and integration strategies in order to effectively integrate cutting edge technology, which will be available to teachers due to our cycle 4 grant. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 4. | Faculty will improve teacher quality by conducting peer observations between teams, grade levels and content areas to monitor effective engagement of students. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 5. | By forming Professional Learning Communities, teachers will become reflective educators and learners by examining how personal learning as well as age appropriate learning occurs for second language learners. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 6. | Teachers will be provided will professional development on cooperative learning, effective curriculum framework design, and effective common instructional framework strategies. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Leadership Effectiveness

| Planned Intervention | | Period for Implementation | |
|----------------------|--|--|--|
| 1. | Following the T-TESS model, administration will provide feedback regarding reinforcement and refinement to teachers after conducting walkthroughs in order to improve instruction and learning. | <input checked="" type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 2. | Academic Teams will develop, in conjunction with administration, action plans to target discipline and academic concerns by decreasing attendance issues, reducing the number of ISS referrals and addressing the needs of at-risk and targeted low-performing groups. | <input checked="" type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 3. | Administration will support the development of teacher leaders by providing access to local and state access leadership institutes. | <input type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 4. | Teacher leaders will be provided opportunities to collaborate with campus administration in order to address the needs of targeted populations. | <input type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 5. | | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 6. | | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 7. | | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

| Planned Intervention | | Period for Implementation | |
|----------------------|--|--|--|
| 1. | Teachers will increase the use of quality data to assess the needs of the ELL population through a clear comprehension of the levels of an ELL learner and how TELPAS data can be used to address students' academic needs and demonstrate growth. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 2. | Teachers will use STAAR, STAAR Alternate, TELPAS and district and campus progress monitoring data to refine and revise instructional plans for targeted student populations including ELLs and Special Education. Teachers will also collect evidence for which lessons are most successful in supporting struggling students. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 3. | Professional Development will be provided on how to accurately analyze campus and district assessments to revise assessments' validity and reliability to improve data results to use to improve instruction. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 4. | Teachers will use TELPAS, STAAR, and other formative assessment data to place students in Literacy Academy and other enrichment/acceleration programs and services. | <input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5 |
| 5. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 6. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |

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County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor: *Increase Learning Time*

| Planned Intervention | | Period for Implementation | |
|----------------------|---|--|---|
| 1. | The campus will revise the bell schedule to reduce the time between classes to gain the time for formation of small group enrichment classes during the school day to increase learning time available for struggling learners in assessed content areas. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 2. | Mandatory morning and after school tutorials as well as Saturday Academic Academies will be implemented to provide accelerated instruction for targeted students in all content areas. Through the grant, more students will be provided with more opportunities for acceleration. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 3. | Cummings MS will develop and implement Summer Rising Bridge programs not only for targeted rising 5 th grade students from feeder elementary schools but also for rising 6 th and 7 th grade students that are in need of accelerated instruction in core content areas. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 4. | Cummings MS leadership will closely monitor use of instructional time in classrooms as well as the planning of non-instructional activities to ensure the maximization of learning time. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 | <input checked="" type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 5. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 6. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |
| 7. | | <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5 |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Parent/Community Engagement

| Planned Intervention | | Period for Implementation | |
|----------------------|---|--|--|
| 1. | A Community and Parental Involvement action plan will be developed and implemented to improve effective parent communication and parent/community involvement activities so parents will become partners in the education of their children. For example, the campus will implement activities including parent "Red Ant Hill" during athletic and fine arts events. | <input type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 2. | Cummings Middle School will develop a Parent Teacher Organization that provides innovative topics and resources for parents in order to develop communication and partnerships, such as a community outreach program to target at-risk students and provide parents resources on topics concerning middle school students, such as bullying, drug and gang prevention, counseling and/or basic needs. | <input type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input checked="" type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 3. | Administration and teachers will make presentations targeting academic, disciplinary, and attendance challenges during regularly scheduled parent meetings and parent workshops. | <input checked="" type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 4. | The campus will create a partnership with community members and school personnel to help provide resources for students and parents, such as computer literacy, sewing, and language acquisition classes. | <input checked="" type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 5. | Cummings Middle School will increase opportunities for parents and community members to volunteer for after school activities such as clubs, organizations and athletic events in addition to providing support services during the regularly scheduled day. | <input type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 6. | | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 7. | | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901-042

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Improve School Climate

| Planned Intervention | | Period for Implementation | |
|----------------------|---|--|--|
| 1. | Academic clubs, such as a Reading Club, History Club, Science Club, Robotics Club, Chess team and Fine Arts Clubs, will be available before and after school to enhance student learning skills beyond state assessed core content and increase engagement with school faculty and staff. | <input checked="" type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 2. | Cummings Middle School will create and support an environment of continuous improvement in the areas of academics, discipline and attendance by implementing anti-bullying, character education and college and career readiness activities in addition to encouraging all students to participate in at least one extra-curricular activity. | <input checked="" type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 3. | Cummings Middle School will create and implement student mentorship program staffed by teachers and community members to address social and emotional needs of at-risk students and develop leadership skills. | <input type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 4. | Cummings Middle School will create and implement a student intervention team that will review student data, collect teacher feedback and help implement a positive behavior intervention system. This group will also evaluate and share the most successful behavior intervention strategies to their peers. | <input type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input checked="" type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 5. | Students will be provided incentives on a six weeks basis by their homeroom teachers for attendance or academic performance and by the Dean of Instruction or counselors for attending after school tutorials. | <input checked="" type="checkbox"/> Year 1 | <input checked="" type="checkbox"/> Year 4 |
| | | <input checked="" type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input checked="" type="checkbox"/> Year 3 | |
| 6. | | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |
| 7. | | <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 4 |
| | | <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 5 |
| | | <input type="checkbox"/> Year 3 | |

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By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 031-901-042

Amendment number (for amendments only):

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Barrier: Gender-Specific Bias

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish partnerships with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community partnerships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information on tape | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Tuancy

| # | Strategies for Absenteeism/Tuancy | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community partnerships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish partnerships with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain teachers from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations and newspapers about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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